DOCUMENT RESUME

ED 266 123 SP 027 192

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TITLE Strengthening Teaching. A Review of Issues and Programs in New York State.
INSTITUTION New York State Education Dept., Albany.
PUB DATE Sep 85
NOTE 49p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Preservice Teacher Education; Professional Recognition; *State Programs; *Teacher Certification; Teacher Evaluation; *Teacher Recruitment; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS *New York

ABSTRACT

This booklet describes major issues in teaching and significant initiatives to strengthen teaching in New York State's public schools. The following topics are covered: (1) recruitment and preservice education; (2) teacher certification; (3) staff development and other improvements in the condition of teaching; (4) recognition of outstanding teachers and programs; (5) evaluation of teaching personnel; and (6) professional discipline for employment and certification purposes. (JD)

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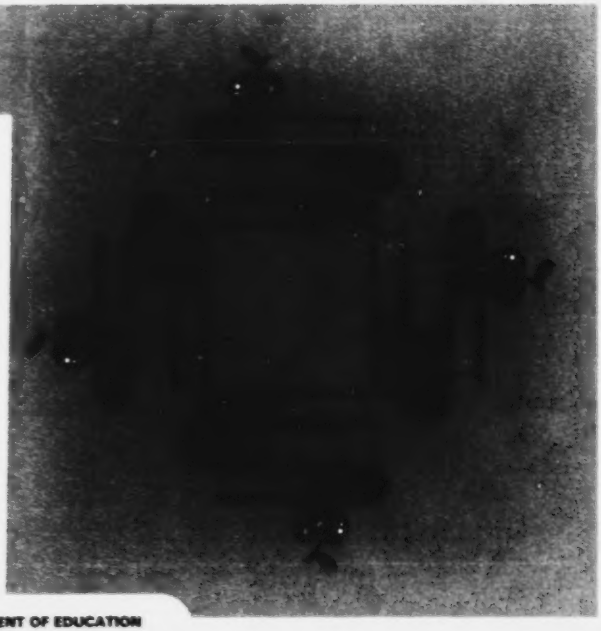
Strengthening Teaching

A Review of Issues and Programs in New York State



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STRENGTHENING TEACHING

A Review of Issues and Programs in New York State

This report describes major issues in teaching and significant initiatives to strengthening teaching in New York State's schools. The following areas are included: recruitment and preservice education, teacher certification, staff development, evaluation, and professional discipline.

The University of the State of New York
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September 1985

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FOREWORD

Recent national reports have focused attention on the nation's educational system, its students and teachers, its curricula, and, particularly, its performance. Teachers especially have come under close scrutiny. As we have become keenly aware of key issues such as teacher shortages and surplus in certain academic areas, the low average ranking of future teachers within their graduating classes, and high turnover among the younger and the better prepared teachers, we also have become aware of teacher preparation issues related to entrance requirements and to the balance between process and substance in teacher education programs. Teacher salaries and working conditions also have been viewed as perhaps part of the problem rather than of the solution.

Research shows that most of New York's teachers are highly educated and experienced. On the average, they are at what is usually considered the most productive ages – between 33 and 48. Most teachers have permanent certification, are willing to participate in educational reform and are concerned with problems that beset educators. Inasmuch as there is a ten percent turnover of the teaching work force each year, there exists an excellent foundation for strengthening a profession that has taken the brunt of social, economic and historical changes.

New York is at the forefront of the national effort to strengthen teaching from the earliest grades through university education and research. The major statewide issues of teaching have been reviewed, and ongoing as well as new programs have been articulated into an overall strategy within the "New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York" and the "Regents Statewide Plan for the Development of Postsecondary Education." Attention has been focused particularly on issues of preservice education, certification requirements, inservice education, and teacher compensation.

This report recognizes the many positive activities occurring in teaching through the examination of current and proposed programs. It describes the problems and issues of the profession as recognized by na-

tional research, and proposes other initiatives that would strengthen the profession of teaching. The report should help inform teachers and the public about learning opportunities available for teachers. Furthermore, the report should provide a foundation for analyzing what is working and what remains to be done to strengthen the teaching profession in New York State.

GORDON M. AMBACH

ACKNOWLEDGMENTS

Major contributors to this report include Deborah H. Cunningham, who conducted the research and wrote the report, and Vincent C. Gazzetta, Helen Hartle, Thomas Fitzgerald and Joseph Frey, who reviewed the report. Many other State Education Department staff provided information and perceptive comments about initiatives in their areas of expertise.

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STRENGTHENING TEACHING IN NEW YORK STATE

A Review of Issues and Programs in New York State

Introduction: Background and Issues

During the past few years, the Board of Regents and the State Education Department have taken significant steps to improve the quality of education in New York State. Because student competency is the paramount goal of the education system, action has been targeted on strengthening pupil performance in elementary and secondary education. These measures are directly related to improvement in several key indicators that show how well the system is working:

- The percentage of New York State high school graduates going on to college, employment or the military has held steady during the last five years at approximately 95 percent.
- The percentage of high school graduates entering two-and four-year, degree-granting institutions has risen for the past five years from 64.9 percent in 1979 to 68.4 percent in 1983.
- The level of achievement in reading and mathematics of New York State's third and sixth grade students improved considerably from 1973 to 1983 compared with pupils nationwide, as evidenced by percentile rank increases in national norms from 11 to 21 points. The 1983 normed percentile ranks ranged from 58 (third grade reading) to 71 (sixth grade mathematics).
- Of eleventh grade students taking the Regents Competency Tests in 1984, 91 percent scored above the statewide reference point in reading and 80 percent scored above the reference point in writing. Of ninth grade students taking the 1984 Regents Competency Tests in mathematics, 69.7 percent scored above the statewide reference point. Those scoring below the statewide reference point are receiving remediation to correct the deficit.
- On the 1984 College Board Achievement Tests, New York State scored 16 points higher than the national average on all tests combined. New York had the largest group of commended students in the nation on the National Merit Scholarship Examination, the larg-

est number of winners and honors in the Westinghouse Science Talent Search, and the largest number of candidates and different examinations taken in the Advanced Placement Program. Comparing outcomes on these measures with California, a state of comparable size, New York outperformed California in every instance in 1984.

While it is apparent that positive change is occurring, a number of social and economic developments sustain the need for continued measures to improve the effectiveness of our schools. The dropout problem and youth unemployment have become major national issues. The population as a whole has decreased in New York State, but the percentage of minority and low income families has increased over the past ten years. New York has felt the effects of a changing economy resulting in the loss of approximately 350,000 jobs in the last decade. The "technological revolution" has changed the nature of the job market. There is a widening gap between the advanced skills required by high technology industry and the skill levels typically associated with academic competencies.

Recognizing the complexity of the problem, the Regents and the State Education Department have taken a comprehensive approach toward the strengthening of pupil performance which involves a number of interconnected steps. This approach focuses on the three major components of the education system: the students, the educational programs, and teaching.

This report examines one of these major components of the education system: teaching. The emphasis in teaching is primarily on teachers as the direct providers of educational services to students. Secondary emphasis is placed on administrators who also contribute to the pupil performance results of education and to the ability of teachers to perform their jobs in the administrative functions of school management that they perform.

The predominant issues related to strengthening teaching are presented in this section. These issues are not discrete but overlap considerably. The next section includes a brief description of many of the current initiatives and proposals related to strengthening teaching with which the New York State Education Department is involved. Issues, initiatives and proposals are, where possible, organized according to the sequence through which teachers and administrators progress from preservice through inservice experiences.

The Supply of Teachers

Although on the surface the issue of the supply of teachers appears to be a "quantity" rather than a "quality" issue, it is important to recognize the relationship between strengthening the quality of teaching and teacher supply. As noted in a recent report by the Rand Corporation (Darling-Hammond, 1984, p. v), "until teaching becomes a more attractive career alternative, the problems of attracting and retaining talented teachers will undermine the success of other reforms intended to upgrade educational programs and curricula." In other words, if we don't have the teachers, we can't improve teaching, the curriculum teachers teach, or the performance of pupils. National research shows critical and growing shortages of teachers in certain subject areas such as mathematics, science and foreign languages and in schools with high concentrations of disadvantaged students, as well as the inevitability of a general teacher shortage in the future if current trends continue.

Recruitment

Closely tied to the issue of teaching shortages is that of the recruitment of talented individuals to the profession of teaching. Research shows that it is the less scholastically able student, as measured by standardized tests, who enters the profession of teaching and among those who do teach, it is the more scholastically able teacher who is more likely to leave the profession (Darling-Hammond, 1984, pp. 2-3). Issues concerning recruitment involve how identified groups can intervene to change current career patterns in ways that would strengthen the recruitment of talented individuals to the teaching profession: representatives of institutions of higher education with teacher education programs, local school districts including teachers themselves, and state policymakers. Other issues concern how to recruit underrepresented groups, such as minorities, to teaching and how to strengthen recruitment for certain teaching fields such as mathematics and science.

Preservice Education

National research on the preservice preparation of teachers in teacher education programs of institutions of higher education reports that few programs have well-defined, much less rigorous, standards for admis-

sion, most programs not requiring high school rank or grade point average nor SAT or ACT test scores for acceptance into teacher education (Feistritzer, 1984). The report of the National Commission for Excellence in Teacher Education (March 1985) confirms several criticisms of teacher education programs: the quality of teacher education programs has been widely criticized, as has their poor performance in setting and enforcing standards; control over teacher education has been criticized as being too scattered; teacher education has been treated as a low-cost program in colleges and universities.

Standards to Practice

Issues related to the standards for the practice of teaching include: certification requirements and the extent to which certification requirements reflect academic and experiential training that is commonly considered necessary for competent teaching; the establishment of a method of evaluating teaching personnel for practice independent of the evaluation of these individuals by those who train and educate them; and the effect standards for practice may have on the supply of teachers.

Inservice Education

The literature on teaching discusses many problems for which inservice education can offer assistance: lack of skill or teacher shortages in specific subject areas; lack of expertise in developing fields; the retention of competent teachers and administrators in the profession; and the need for added responsibility and compensation for experienced and competent teaching staff. Issues related to inservice education concern support and guidance for the first year teacher, retraining and updating of experienced teaching staff, and the career development for experienced and exceptionally talented teaching staff.

School Administration

In order to achieve excellence in education the importance of the school must be reestablished with the principal as leader (Boyer, 1983). In order to do so, Boyer explains, principals should have more control over their budgets and the selection and rewarding of teachers. The

teacher should have time each day for class preparation and record keeping, teaching loads should be reduced, and teachers should be exempt from routine monitoring of halls, lunchrooms and recreation areas. Other issues concern the administrative support of teachers, administrative management of the school environment and the extent to which teachers are involved in nonteaching-related activities, and teacher involvement in administrative activity and decision-making (Chapman and Hutcheson, 1982). The importance of teacher participation in professional activities affecting their classrooms has been considered a critical issue for attracting and retaining able professionals by those who have noted that teaching is an occupation dominated by females and generally managed by male administrators.

Student Discipline

Teachers need support in the maintenance of discipline based on a clearly stated code of conduct (Boyer, 1983). Increasing evidence of truancy, dropout rates and crimes of violence underscore the difficulties of teachers and students alike to achieve in the school environment (The Twentieth Century Fund, 1983). Student rights, prohibited behaviors, penalties, the enforcement of public order on school property, and the roles of teachers, administrators, board of education members and parents should be clearly understood by all parties. That the problem has assumed nationwide importance is evident by the fact that at least twenty states drafted new student codes of conduct in 1983 and 1984 (From the State Capitals, 1984, p. 6.)

Teacher Salaries

Research on teacher salaries shows that beginning salaries for teachers are lower than almost any other field requiring a bachelor's degree, that teachers' salaries reach a ceiling sooner and at a lower level than do the salaries of other college-educated workers, and that teacher salaries have declined in real dollar terms over the last decade more than the salaries of many other professions (Darling-Hammond, 1984). Problems of teacher shortages have focused attention on proposals to change teacher salary schedules in order to attract more competent individuals to the teaching profession. Issues include mentor-intern programs, across the board pay raises, pay raises for beginning teachers, career ladders with pay gradations, and market-sensitive pay schedules.

Evaluation of Teaching Personnel

Although the evaluation of teachers and administrators has occurred often at the local level and has even been included as a requirement in some contract negotiations between unions and districts, formal and objective evaluation procedures have not been applied in most schools. Issues include formalizing the local review process and making it objective, taking advantage of state of the art evaluation techniques, and the establishment of criteria that reflect appropriate standards for educational personnel.

Professional Discipline

The aim of a system of professional discipline is to garner the respect of members of the profession and the public by disciplining professionals who engage in professional misconduct. The system must distinguish between professional discipline for employment purposes which is situation-specific and professional discipline that concerns one's ability to practice the profession generally. Issues in the professional discipline of the teaching profession are teacher and administrator involvement in issues of professional discipline, the ability of the system to be responsive by dealing with a range of abuses with a range of resultant penalties, and the efficiency of the system to conduct timely hearings on discipline cases.

Current Initiatives to Strengthen Teaching

This section includes a brief description of the various current initiatives and fully developed proposals that strengthen the teaching profession with which the New York State Education Department is involved. The initiatives are presented roughly in order according to the sequence through which a teacher or administrator progresses from preservice through inservice education: recruitment and preservice education, teacher certification, staff development, teacher evaluation, recognition of outstanding teachers and programs, and professional discipline.

Initiatives in the area of recruitment and preservice education include a program aimed at increasing the number of teacher education students in mathematics and science, and the New York State Education Depart-

ment's review and approval of teacher education programs in institutions of higher education. Teacher certification initiatives include the State certification system and the State teaching examination, the Interstate Certification Project, and proposals to establish teaching as a licensed profession, and to review the certification system.

Most of the current initiatives fall under the category of staff development and other improvements in the conditions of teaching. Initiatives are described which establish staff development centers for occupational education teachers, special education teachers, writing teachers, and teachers of computers and learning technology. Proposals to reestablish a State requirement and funding for staff development and to implement a mentor-intern program for first year teachers are described. Two conferences involving professional educational organizations with staff development benefits are also presented. Staff development initiatives are described that involve schools' adoption of State and nationally validated programs to improve student outcomes. Efforts to provide inservice training to a small group of individuals who in turn train the target group of teachers, that is "turnkey" training, are also put forth. Initiatives are also described, concerning student conduct and discipline, and reduced class size in the early elementary grades, that serve to further improve the condition of teaching.

Closely related to the topic of staff development is that of recognizing outstanding teachers and programs through initiatives such as the "Teacher of the Year" award and others that recognize outstanding practices in middle schools, high schools and remediation programs. State Education Department-sponsored conferences also recognize outstanding individuals and practices in education through the selection of speakers, topics and activities.

The important topic of teacher and administrator evaluation is addressed by an initiative requiring the annual local review of such professionals, implemented recently as a part of a move to strengthen elementary and secondary education results in New York State.

The final group of initiatives concern activities related to the discipline of the teaching profession: local proceedings for the professional discipline of tenured teachers for job purposes, State procedures related to the determination of moral character for certification purposes, and a proposal to adopt a professional discipline system for teachers and administrators determined by the statutory provisions that define professional discipline for the professions licensed by the State of New York.

The following descriptions include a brief summary for each of 33 initiatives concerning the needs for the initiative, the purpose, an overall description, outcomes as a result of the initiative, and costs including, where possible, the number of individuals served by the initiative.

Recruitment and Preservice Education

INITIATIVE: New York State Regents Empire State Teacher Scholarships and Fellowships

Needs: New initiatives had to be developed to address the growing shortage of teachers in key areas.

Purpose: To aid in the recruitment and training of teachers in shortage areas as defined by the Commissioner of Education for the purpose of reducing the teacher shortages in these areas.

Description: In school years 1984-85 and 1985-86, a legislatively established program awarded scholarships for undergraduate study leading to certification as a teacher of mathematics or science and fellowships for graduate study to allow individuals who are not permanently certified in mathematics or one of the sciences to achieve such certification. Awards were made on the basis of academic performance, the number of teaching vacancies in mathematics and science, and the length of time before commencing a teaching obligation. Award recipients included those who are underrepresented in these fields, individuals who had lost their jobs due to enrollment declines, and graduate students who already held degrees in mathematics, science or engineering, but were not eligible for certification. In school year 1986-87, awards will also be used to reduce shortages in other teaching areas as designated by the Commissioner.

Outcomes: For the 1984-85 school year, 312 scholarships were awarded primarily by judicial districts. Fellowships were also awarded to 298 part-time graduate students to become certified in mathematics and science and 102 full-time graduate students. Awards are to be made for the 1985-86 school year by July 1, 1985 also to 312 undergraduates and 400 graduate students as provided in Law.

Costs: State allocations for the undergraduate scholarships were up to $3,000 a year for tuition and fees for up to four years of full-time undergraduate study. The full-time graduate fellows received up to $4,000 for one year for living and educational expenses and the part-time graduate

fellows received up to $1,000 a year for two years of study. Therefore, in the two years, 1984-85 and 1985-86, the program could provide 1,424 recipients with potential benefits of approximately $5 million. There was no provision for administrative funds to the Department to implement the program.

INITIATIVE: State Education Department approval of teacher education programs

Needs: Comprehensive program review of teacher preparation programs in institutions of higher education in New York State was needed to assure comparability of minimum standards for content, academic rigor and overall quality.

Purpose: To assure the public that teacher education programs in institutions of higher education are of sufficient quality to give prospective teachers and administrators the requisite academic preparation for competent practice of their profession.

Description: Specific conditions pertaining to the registration of postsecondary curricula are detailed in Part 52 of the Commissioner's Regulations: resources of the institution, faculty, curricula, credit and degree awards, admissions, administration and other requirements. Program reviews are conducted by staff, often employing outside consultants in selected subject areas.

Outcomes: New York State is unique nationwide as it is the only state in which college programs in public and independent institutions must be reviewed and registered by the Education Department. The result is that all programs have met specific conditions required of programs by the Regulations of the Commissioner of Education.

Costs: As a Department regulatory function required by statute, costs are a part of the New York State Education Department's operating budget. This initiative serves 98 institutions, with approved teacher education programs matriculating approximately 11,000 students per year.

INITIATIVE: Higher education-school efforts to recruit school personnel

Needs: A 1982 conference on the supply and recruitment of persons for the public schools stimulated several action recommendations. One of

these recommendations proposed the establishment of regional councils composed of school and college representatives to work together on ways to recruit good students for the teaching ranks in New York State. Ten regional councils presently are in existence. Subsequent to the establishment of the councils, the Chief State School Officers Association received a grant from the Mellon Foundation, a portion of which was allocated to states on a competitive basis to stimulate collaborative efforts between school and college personnel concerning the recruitment and selection of school personnel.

Purpose: To prepare more qualified teachers in certain fields, to promote teaching as a career among able students, and to improve the rewards and successes of teaching through collaborative efforts by schools and institutions of higher education.

Description: Ten regional councils representing each region's school districts and institutions of higher education have been given awards from $1,000 to $6,000 to analyze and disseminate model programs of collaborative school-college teacher education programs, to assess teacher supply and demand and make plans for correcting imbalances, to develop collaborative programs of preservice and inservice education for teachers, and to enhance the positive image of teaching as a profession in the eyes of students and the public.

Outcomes: The grant has fostered school-college collaboration on issues of critical importance to the teaching profession.

Costs: The New York State Education Department competed for a grant from the Mellon Foundation administered by the Council of Chief State School Officers and received $30,000. The initiative served the members of the ten regional councils.

Teacher Certification

INITIATIVE: Certification of teachers and administrators

Needs: The law requiring a state certification system for professional personnel assures the public that people entering teaching have the necessary preparation to enhance the learning of pupils in the public schools.

Purpose: To assure the public that individuals entering the teaching profession have the necessary education and experience for service.

Description: A person may become certified in three ways: (1) complete a registered teacher education program in a New York State institution of higher education; (2) request an individual appraisal of study and experience including meeting certain educational requirements by examinations such as the College Level Examination Program of the College Entrance Examination Board and the Regents College Examinations of The University of the State of New York; or (3) satisfy the contractual conditions stipulated in the Interstate Certification Compact.

In general, initial, provisional certification is valid for five years. Permanent certification is granted upon evidence of a master's degree and two years of service. The State Education Department certifies that students have taken courses determined by Regulations to be needed.

Outcomes: In 1984, 20,165 provisional certificates and 10,873 permanent certificates were awarded for 120 certification titles. (Each certificate does not necessarily represent a different individual.)

Costs: As a Department regulatory function required by statute, the costs are a part of the Department's operating budget. Applicant fees are $50 per area or $25 per area for applicants recommended for certification by a New York institution of higher education.

INITIATIVE: The Interstate Certification Project

Needs: To make more readily available to schools in New York State and other states a larger pool of qualified educational personnel who might otherwise be barred due to specialized requirements involved in each state's certification process. Informal procedures of interstate reciprocity existed but were not established in law.

Purpose: To continue the implementation of a system of interstate certification reciprocity so that qualified professionals could more easily move from state to state with assurances of certification.

Description: In the early 1960's, the New York State Education Department proposed the establishment of a more formal and structured system to help qualified educational personnel move from state to state. State education agency representatives, governors, chief state school officers and legislators worked together to develop interstate compacts of the states' agreements to accept other states' teacher certification decisions as valid credentials for practice in their states. The system made interstate

contracts legal and therefore provided both the applicant and the state educational agency with a reliable system. Teaching applicants need only to apply for certification to the state educational agency of a state which is a part of the Interstate Certification Project. The state needs only to verify the current certification status of the applicant in a participating state.

Outcomes: The interstate certification system initiated by New York State is now a working system managed by an administrators association and is a formal component of the National Association of State Directors of Teacher Education and Certification.

Costs: New York State, on behalf of participating states, received over a 15-year period approximately $100,000 per year from the Federal government for development and maintenance costs. In-kind costs were borne by participating states. The program serves approximately 1,500 teachers per year entering New York State and an unknown number of teachers who leave New York State to teach in other states.

INITIATIVE: Statewide examinations for teachers and administrators

Needs: Prior to 1926 the Regents required a State examination for certification of all public school teachers to assure entry-level competence. In 1926, the Regents eliminated the requirement so that certification of applicants became possible on completion of a program approved, and in most cases operated, by the State. In the 1950's, these State-operated teacher training institutions became undergraduate units of the newly created State University of New York, so that the Department's role became one of approving and monitoring programs rather than one of direct operation. An independent method of assessing the academic preparation of a teaching candidate for competent practice of the profession was lacking.

Purpose: To assure to the public that individuals entering the teaching profession have the minimum academic preparation required of competent teachers and administrators.

Description: Effective September 2, 1984, statewide examinations have been required of all candidates for the first state certificate. The Core Battery of the National Teacher Examination (NTE) has been administered. The three tests of two hours each cover: communication skills, general knowledge and professional knowledge. Several of the NTE spe-

cialty tests have been the subject of a validity study for use in New York State.

Outcomes: The public will be assured of the independent assessment of the academic preparation of individuals seeking to enter the teaching profession. Since using examinations to assess minimum competence for practice is common practice in several highly respected professions, such as medicine, law and dentistry, it is expected that use of a credentialling examination will increase the confidence of the public in teachers and raise the status of teaching in general.

Costs: There are no costs to the State for the administration of these tests.

PROPOSED INITIATIVE: Teaching as a licensed profession proposal

Needs: There is currently no statutory definition of teaching and no recognition in statute of teaching as a profession. The candidate for a State certificate must complete an educational program approved by the State Education Department. The State system of certification provides that a candidate may be provisionally certified, employed and then permanently certified after completion of a master's degree and an experience requirement. Once they have received a credential, teachers remain certified permanently unless their certificate is revoked for cause. Continuing teacher competence is a local matter with no State requirements for continuing education or local assessment of professional competence.

Purpose: To upgrade the status and quality of the teaching profession by applying a system of providing credentials, governance and discipline used in many highly recognized professions.

Description: The State Education Department has proposed the statutory recognition of teaching as a profession, and rules for the governance of the profession along the lines of the licensed professions. The practice of teaching would be defined by law to apply to public school teachers and administrators rather than their nonpublic counterparts as is the case with the current certification system. The licensure system would build upon the established certification system with a State Board for Teaching to assist the Commissioner and the Regents in the governance of the profession. The Board also would hear professional discipline cases and make specific findings and recommendations.

Outcomes: This proposal would upgrade the teaching profession by establishing it in law and by its analogy with other prestigious professions.

It is expected that the quality of the profession will be improved by applying statutory standards and procedures that involve teachers in decisions as to professional preparation, professional licensing and professional responsibility following the established pattern for all professionals. The proposal is expected to result in a more responsive and efficient system of professional discipline.

Costs: $225,000 in State funds. The approximately 18,000 applicants for provisional certification would be served by this initiative each year as well as the millions of permanently certified teachers who would be licensed according to the bill's grandfather clause.

PROPOSED INITIATIVE: Certification review proposal

Needs: The present certification system which involves the awarding of teaching certificates in over 100 titles to more than 28,000 individuals each year, has not undergone a comprehensive review in almost two decades. Significant changes and new directions required by the Regents Action Plan and the 1984 Regents Statewide Plan for the Development of Postsecondary Education in New York State require a comprehensive review of the certification of school personnel.

Purpose: To update the present certification title scheme to ensure that certification requirements reflect academic and experiential training required by the Board of Regents and considered by the public and by research on the topic to be important for effective practice.

Description: The certification review process involving maximum participation by the educational community would examine specific requirements in general education, areas of specialty and professional study in education to ensure that certification requirements reflect appropriate educational standards.

Outcomes: The proposed certification review is expected to update certification requirements in light of recent changes.

Costs: Not separable. State administrative expense is contained in the New York State Education Department's operating budget. The approximately 28,000 individuals who are awarded provisional and permanent certificates would be served by this initiative.

Staff Development and Other Improvements in the Condition of Teaching

INITIATIVE: Teacher summer business training

Needs: All levels of the educational system need to be more responsive to the changing job market, especially the rapidly changing information and technology-intensive industries. In order for schools to fulfill this role effectively, efforts must be undertaken to encourage the training and retraining of elementary and secondary mathematics, science and occupational education teachers.

Purpose: The Teacher Summer Business Training Program was established to help teachers keep up to date with rapid changes in the work place to be better able to prepare students for their careers.

Description: The Teacher Summer Business Training and Employment Program will reimburse business or industry for the cost of employing a teacher over the summer. The program will provide 30 percent of the cost of employment, up to a maximum of $1,000 for each teacher employed. The program is open to teachers of mathematics, chemistry, biology, earth science, physics, computer science, and occupational education or elementary specialists in mathematics or science. The program is intended to help teachers keep up to date with rapid changes in the work place.

Outcomes: As a result of the program, teachers have their skills and knowledge updated to current state-of-the-art procedures and events. Teachers bring this new knowledge back to the classroom and communicate it to students. Student career awareness is enhanced by teachers teaching students such skills and knowledge and by their making students aware of career opportunities in the work world.

Costs: $4,400,000 of State aid to localities was appropriated for teacher summer business training and employment/employer specific skill training in 1984-85. The program served almost 100 teachers in summer 1984. For summer 1985, 3,700 teachers have expressed interest in the program and jobs are being identified.

INITIATIVE: Special education training resource centers

Needs: Efforts must be undertaken to keep special education personnel abreast of the latest changes in special education. As mildly handicapped students have become more integrated into the regular system, the need has increased to provide training and information to regular education staff in the area of special education. Parents also need to keep informed regarding their rights and activities which can reinforce concepts taught at school.

Purpose: To provide a training and information system which responds to the needs of parents, teachers, administrators, board of education members, support personnel, agency representatives, and interested individuals who interact with pupils with special education needs.

Description: The special education training and resource center network is a 51-center/$4.4 million training and information system which has been developed to respond to information and training needs of individuals who are involved in the education of children with handicapping conditions.

Outcomes: As a result of the SETRC network, teachers, parents and others who work with or are responsible for special education programs will be better prepared to carry out their responsibilities.

Costs: Costs for the centers are covered by EHA discretionary funds in the following amounts: 1984-85 – $4.4 million; 1985-86 – $4.8 million. In 1983-84, the network served 137,847 individuals including 22,069 educators (teachers, administrators and support personnel); 72,344 special education aides, bus drivers, students, and others; 37,970 parents; 1,141 board of education members; 2,391 parents, teachers and administrators of limited English proficiency handicapped pupils; and 1,932 educators in residential institutions.

INITIATIVE: Teacher resource and computer training centers

Needs: There was a need for a system of inservice education designed and implemented by educators seeking resources and computer training to improve their job performance. The goal of such inservice education should be to focus on aiding professionals to enhance their capacity to meet the demands of the position to which they were assigned.

Purpose: Teachers and other school personnel are provided an opportunity to develop systematic ongoing inservice training programs, assure the dissemination and application of educational research developments to classroom instruction and develop new curricular material specifically designed to meet the educational needs of the students served.

Description: During the first year of operation, 44 teacher resource and computer training centers were funded throughout the State. Grants ranged from $20,000 to $750,000 per center. Centers are governed by a board composed of at least 51 percent teachers. Each board must also have at least one member each from colleges, universities and other cultural institutions; a parent of an elementary and secondary school student; and a representative of industry, preferably one with capability in technology.

Outcomes: The 44 centers are currently in operation under the terms of the legislation and regulations. Data are currently being collected and analyzed on the basis of first year operation.

Costs: State local assistance funds for 1984-85 were provided to the centers for costs of $3,500,000 to serve approximately 250,000 educators.

INITIATIVE: Activities for occupational education teachers

Needs: Occupational education provides the job specific instruction necessary to prepare students to begin their careers. Occupational needs are rapidly changing for graduates across the nation. Changes in occupational education include new curricula in each subject area, new State testing programs in all occupational areas, and the use of new technology as part of each instructional program.

Purpose:

1. Update technical skills of occupational educators in all occupational specialized areas.
2. Prepare occupational education teachers to deliver the new curricular areas, Introduction to Technology and Home and Career Skills, for seventh and eighth grades, being developed as a result of the Regents Action Plan.
3. Prepare occupational education teachers to deliver the new curricular areas of Introduction to Occupations, Occupationally Related

Math, and Occupationally Related Science, being developed as a result of the Regents Action Plan.
4. Upgrade occupational education teacher skills in working with special needs populations.

Description: The State Education Department:

1. Is developing a cooperative process with business and industry to deliver inservice education programs, which will update technical skills of teachers,
2. Provides training sessions locally on implementing each new occupational education curriculum,
3. Provides training for regional trainers who in turn provide training for occupational teachers of special populations. Teachers will participate in local programs which provide instruction on delivering Introduction to Occupations, Occupationally Related Mathematics and Occupationally Related Science to special populations.

Outcomes:

1. Technically updated teachers.
2. Increased number of students who are provided occupational education at seventh and eighth grade levels.
3. Increased number of special needs persons prepared to enter the occupational labor market.
4. Efficient use of resources by using the turnkey training approach to achieve comprehensive and coordinated staff development.

Costs: Vocational Education Act funds for inservice education are projected for school year 1985-86 as follows:

1. Business and industry cooperative process:	$ 20,000
2. Local training sessions:	$530,000
3. Turnkey training:	$550,000

Approximately 15,000 occupational educators will be served in 1985-86 by this initiative.

INITIATIVE: Resource Allocation Plan

Needs: The shortcoming addressed by the Resource Allocation Plan (RAP) was the lack of coordination, and therefore the inefficient use of

resources, among schools and BOCES at the regional level and between the State and local levels. In the summer of 1978, the Board of Regents adopted a policy requiring students to meet minimum performance standards in reading, writing and mathematics in order to earn a high school diploma in New York State. The Regents directed the State Education Department (SED) to develop tests in reading comprehension, writing and mathematics to assess pupil performance. At the same time, the Regents approved the Resource Allocation Plan, which authorized the State Education Department to assign to its personnel responsibility to work with schools with specific problems affecting student academic performance over an extended period of time.

Purpose: The three essential objectives of RAP are to:

1) Derive "lessons" from the RAP experience that might be useful in planning future State Education Department efforts to help schools improve teacher and pupil performance;
2) Develop new management procedures to mobilize more educational resources (both State and local) to improve the educational and instructional programs in schools where relatively large numbers of students were performing below the statewide reference point on New York State tests; and
3) Document the results of these new procedures vis-a-vis changes in pupil performance in the schools participating in the RAP program.

Description: District superintendents play a vital role at the local and regional level in identifying local districts and schools to participate in RAP activities. Each Board of Cooperative Educational Services (BOCES) is a member of one of five regional consortia. Each consortium is governed by an executive committee composed of district superintendents, city superintendents and diocesan superintendents. Each executive committee oversees RAP activities in its region, including the identification of regional needs and the implementation of regional activities to address these needs. Each consortium has a coordinator to manage the day-to-day activities of the consortium, to maintain close contact with Department representatives, and to help local districts and schools with planning and program development and to develop regional activities for teachers and administrators. The RAP program offers short-and long-term assistance by Department staff, workshops, curriculum development and staff development activities by the regional consortia. The RAP program incorporates the use of test results in staff development activi-

ties and in the development of trend data, such as that given in the Comprehensive Assessment Report (CAR).

Outcomes: Since the initiation of the RAP program, test results show a consistent improvement in pupil achievement in elementary schools participating in the Resource Allocation Plan. When the percentages of students who score above the statewide reference point in RAP and non-RAP schools are compared, pupil performance in RAP elementary schools has surpassed that in non-RAP schools. In 1979-80, RAP schools had a lower percentage of students achieving above the statewide reference point than non-RAP schools in reading and mathematics at both the third and sixth grade levels. By 1982-83, after three years of involvement with the Resource Allocation Plan, RAP schools had a greater percentage of students scoring above the statewide reference point at both grade levels in reading and mathematics than non-RAP schools.

Costs: State funds of $750,000 are provided to run the RAP consortia network. The network serves all of the approximately two million public and nonpublic pupils of the State excluding New York City. Plans include providing RAP consortia services also to New York City.

INITIATIVE: Community-based cultural education

Needs: The many cultural resources in metropolitan areas are underused by educators. Exposure of students to cultural education is often fragmented and haphazard. Teacher training is lacking in this area.

Purpose: To provide an integrated program of aesthetic education to students in school districts throughout the State.

Description: The Lincoln Center Institute in New York and its replications in Buffalo, Rochester, Syracuse, Albany and Binghamton are designed to provide an integrated program of aesthetic education to students in school districts throughout the State. The program is designed to make efficient use of the many cultural resources and institutes available in the large metropolitan areas. The institute provides intensive summer workshops for teachers and teaching artists. These summer programs also enable cultural programs to be closely related to the ongoing curriculum in schools.

Outcomes: An integrated program of teacher training in cultural education using community resources has been successfully implemented in

Buffalo, Rochester, Syracuse and Albany. A new institute in Binghamton is being implemented for the 1985-86 year.

Costs: $350,000 of State aid to localities was provided in 1984-85. The institutes served 1,645 teachers and 49,350 students during the 1984-85 school year.

INITIATIVE: Higher education-school linkages to upgrade teacher skills

Needs: Rapid and complex scientific and technological advances have left teachers unprepared in the areas of mathematics, science and computer technologies. A need also exists to strengthen linkages between colleges and universities and elementary and secondary schools.

Purpose: To upgrade teacher skills and knowledge in the areas of mathematics, science and computer technology and to strengthen linkages between schools and institutions of higher education.

Description: The New York State Plan for Chapter 2 of the Education Consolidation and Improvement Act of 1981, Activity 6 – Higher Education required that competitive awards from Federal funds be given to colleges and universities to carry out selected higher education activities for the training of educational professionals for improved classroom instruction. For fiscal year 1982-83 and 1983-84, fourteen grants were made to institutions of higher education throughout the State. The focus of these efforts addressed the following priorities:

- Activities in collaboration with local school districts designed to improve the quality of field experiences of prospective teachers at the preservice level;
- Providing higher education services to school districts planning or implementing a comprehensive inservice program;
- Innovative graduate programs to retrain excessed or about to be excessed school personnel to become certified in mathematics and science;
- Planning and developing preservice or inservice teacher education programs to prepare students to effectively use computers or other high technology media in classroom instruction.

Outcomes: Fourteen programs were in operation over a two-year period. After that time, there was no money available for this program. Data collected confirm the effectiveness of the programs. Efforts were made to

link the fourteen projects with the teacher resource and computer training centers.

Costs: Federal ECIA Chapter 2 costs for this activity were $200,000. Grants were from $12,000 to $20,000 per grant. Approximately 2,800 teachers were served each year.

INITIATIVE: Regional Demonstration and Technical Assistance Centers (TAC) for Learning Technologies

Needs: Experience had shown that interactive technologies were making great inroads in the operations of business and industry. These same technologies could also make great contributions to the learning process but were not being used due principally to lack of sufficient information and leadership. Technical assistance and the ability to provide hands-on demonstrations of the latest methods and hardware were in short supply in the State. A field-based technical assistance entity was clearly needed if this information and competency gap was to be bridged.

Purpose: TAC Centers were established in six locations across the State to provide encouragement and information to local schools and other educational institutions, and to use microcomputers and interactive technologies in education.

Description: Six Regional Demonstration and Technical Assistance Centers for Learning Technologies were established by March 1983 through ECIA Chapter 2 competitive grant funds. The six centers, located in New York City, Suffolk, Monroe, Rockland, Broome and Herkimer Counties, were selected from among 25 proposals submitted by BOCES, school districts and other educational institutions.

The Centers disseminated information and research on current and future uses of computers, promoted the use of new technology in learning through pre-and inservice workshops for teachers and administrators, helped schools develop evaluation criteria for software and hardware, identified curriculum areas that could be improved through the application of learning technologies, provided guidelines and materials for computer literacy programs and disseminated research on hardware and software to schools.

Outcomes: While the six centers were in operation only a year due to funding cuts, two notable accomplishments may be traced to this initial effort:

a. Successful legislation for the State funding of the new Teacher Resource and Computer Training Centers of which 44 are in current operation and,
b. Initiation of a project that has produced a data base of computer software reviews. This data base will be ready for field use by September 1985.

Costs: ECIA Chapter 2 funds in the amount of $190,000 covered costs for this initiative which served the educators of New York City and Suffolk, Monroe, Rockland, Broome and Herkimer Counties.

INITIATIVE: Adoption of validated programs

Needs: Under Federal ESEA Title IV-C, programs were developed which allowed innovative approaches to educational problems or priorities. Schools with similar needs were encouraged to replicate successful programs. The approach was developed to allow schools to address educational needs through the adoption of validated programs developed in response to similar needs.

Purpose: To achieve staff and curriculum development through the adoption of State and nationally validated programs leading to pupil gains in priority areas of the Regents Action Plan.

Description: The process of adopting validated programs, known as the Transferring Success Process, involves the development, validation, demonstration and replication of innovative programs. Once a program is developed, it is validated to ensure that it is effective under a given set of conditions. This quality control mechanism results in effective programs which address specific needs that can be adopted at a fraction of the cost since the development has already taken place. To assist with adoption, the United States Department of Education funded a facilitator in each state to assist schools in identifying needs, selecting appropriate programs, and providing technical assistance for implementation and evaluation. Two pools of programs are available: Federally validated programs disseminated through the National Diffusion Network, and State validated programs.

State and nationally validated programs were identified that respond to the following priorities of the Regents Action Plan: Early childhood education, programs for addressing needs of students scoring below the State reference point in reading, mathematics and writing, content area

proficiency, computer literacy and application, career development, and higher level thinking skills. This process includes: the use of proven programs under a certain set of conditions, teachers training teachers, the provision of technical assistance and the collection of impact information to certify and to evaluate the results of the project.

Outcomes: In 1983-84, 722 public schools and 58 nonpublic schools, involving 3,797 classrooms, adopted 44 different National Diffusion Network programs. Program adoption resulted in the training of 348 administrators and 4,266 teachers and affected 92,586 students. The following outcomes occurred concerning these program adoptions: (1) Approximately 75 percent of adopting schools institutionalized the programs; (2) target group gains or changes were similar to those of the developer project; (3) adopting schools were engaged in a change process which could be transferrable to other areas; (4) schools improved programs and students' test scores, and conducted staff development for relatively little money; (5) schools adopting programs received the benefits of program research and outside assistance instead of "reinventing the wheel"; and (6) an evaluation process was implemented by the demonstration program and the State facilitator that enables the adopting district to gauge its success.

Costs: Typically, the adoption of a validated program costs less that 10 percent of the expense that would be incurred in the development of a new program. In addition to State administrative expense incurred by the State Education Department, which is a part of the Department's operating budget, the following grants represent the costs of the process for school year 1983-84: a Transferring Success fund of $260,000 from the National Diffusion Network grant and ECIA Chapter 2 funds, and grant money appropriated by the Legislature for replications in the amount of $250,000. The process resulted in the training of 4,266 teachers and 348 administrators and served 92,586 students.

INITIATIVE: The Humanizing Experience Conference

Needs: The annual Humanizing Experience Conference was initiated 15 years ago as an attempt to provide inservice education to as many teachers, students, administrators and community members as possible in the most cost-effective manner. Although the conference was begun as an arts and humanities conference, it has expanded to include topics related to general education, museum education, the gifted and special educa-

tion. The conference is cosponsored by 36 statewide professional associations.

Purpose: To present inservice experiences in a conference setting to participants which can be applied immediately in their own educational settings. Staff inservice training includes presentations on teaching strategies, model programs, innovative techniques and new research.

Description: Over 75 workshops are presented on topics relating to general education, cultural education, gifted and alternative education. Since the conference theme for 1985 is Interdisciplinary Learning, many of the workshops relate directly to interdisciplinary teaching programs.

Outcomes: Participants initiate conference learnings in their own educational settings as evidenced by letters, follow-up technical assistance, and participation in additional conference activities. The sharing of information among disciplines and educational areas is also an important outcome.

Costs: The conference is sustained by registration fees ($40.00/person) and serves approximately 600 to 700 individuals annually.

INITIATIVE: The fifth grade writing project

Needs: The implementation of certain State initiatives requires that comprehensive and coordinated staff development services be available to local school districts. Increasingly limited education funds at all levels have resulted in an insufficient number of Department staff to provide such direct services to schools. One such example is the State-required fifth grade writing test first administered in 1983. This test required local district staff to be trained on test administration and rating procedures as well as on the implications of test results for instruction and remediation.

Purpose: To train elementary school personnel through a turnkey training process to (1) rate the writing tests and (2) to use test data for instructional planning purposes. A turnkey training process is one in which a small number of trainers provides training to a large number of trainers who in turn train the target group.

Description: The State Education Department, in collaboration with chief school officers, selected and trained 50 local district staff from the five regional consortia to act as regional turnkey trainers. A Department representative worked with each consortium to develop a plan and

schedules for conducting teacher workshops throughout the region. Turnkey trainers thereafter conducted three to five teacher training workshops in their respective consortium region. Following the initial workshops, regional consortia were free to replicate the entire process by selecting turnkey trainers in their region who would be trained to train others using the State Education Department workshop model agenda.

Outcomes: Since 1983 the turnkey training approach to staff development has efficiently accomplished the training of all fifth grade writing teachers in a cost-effective manner.

Costs: A State Education Department allocation covered costs of $27,000 for duplication of materials and travel for fifty turnkey trainers to Albany and travel in their regions to conduct workshops. Approximately 5,000 writing teachers are served by this initiative.

INITIATIVE: Staff development and recognition of outstanding practices of schools

Needs: Although most districts make available to their faculty some form of staff development, such practices often have limited financial support and minimal faculty involvement in the development. As a result, the quality of staff development activities in districts vary widely. The new Commissioner's Regulations regarding staff development and State funding for inservice activities addressed the need for improved staff development programs, at the individual district, regional and statewide levels. A State requirement for staff development with criteria for planning and participation has allowed for two important State activities: recognition of outstanding staff development practices in schools and identification of programs that could be used as models for staff development. Such models could be adopted by schools with similar characteristics.

Purpose: To improve staff development programs by recognizing outstanding staff development plans, motivate the development of quality plans for all districts and identify those staff development practices with a potential for successful transfer to other districts.

Description: Each public school district, individually or with other districts organized by a BOCES, was required to submit for the Commissioner's approval a comprehensive plan for staff development for the 1984-85 school year including a detailed description of the one day of staff devel-

opment required by Education Law section 3602(27)(b). Districts were identified as having plans with promising practices if their plan showed evidence of one or more of the following factors:

(1) A long-term district commitment to staff development which includes multiyear planning and support of the Board of Education through resolution and allocation of local funds;
(2) A comprehensive, structured needs assessment process which results in clearly defined goals and objectives for staff development;
(3) Multifaceted delivery of staff development services;
(4) A clear relationship between the full day(s) of staff development and long-term/ongoing staff development; and
(5) Cooperation and sharing of resources with community groups; i.e., business and industry, parents, community agencies and postsecondary institutions.

Outcomes: Forty-three of 519 plans submitted were identified as having promising practices for staff development. Analysis of the plans submitted resulted in recommendations for future staff development activities, such as to: emphasize multiyear planning, evaluation and local support; involve standing committees in planning for staff development; provide adequate lead time for planning; use test results in developing staff development activities; use trend data from test results, such as that given in the Comprehensive Assessment Report (CAR), in regional planning for staff development; and others.

Costs: Costs are a part of the New York State Education Department's regular operating budget. All of the approximately 180,000 public school teachers in the State are served by this requirement.

INITIATIVE: Annual statewide conferences on inservice education

Needs: Several needs are met by the annual inservice education conferences:

- To provide technical assistance to school districts for the development of comprehensive staff development programs and to plan and implement teacher centers;
- To disseminate research and development for innovations such as the teacher-mentor concept, evaluation, conducting needs assessments, linkages with industry, partnerships, etc.;

- To "showcase" exemplary staff development programs;
- To collaborate with teacher organizations and all other professional education organizations to share ideas and promote the importance of adequate staff development.

Purpose: To provide technical assistance to school districts, college and university personnel and individual educational professionals who are interested in improving the quantity and quality of professional development activities in New York State.

Description: Four annual statewide conferences have been held in Albany to date. These conferences have been sponsored jointly with eight major statewide professional educational organizations and, most recently, the Business Council of New York State. Topics have covered a wide range of subjects critical to effective staff development.

Outcomes: The conferences have provided opportunities for participants to: hear of good ideas and practices, discuss critical issues, and seek solutions to particular staff development problems.

Costs: All conferences to date have been self-supported through registration fees with a great deal of in-kind support from sponsoring agencies. Approximately 400 individuals attend the conference each year.

INITIATIVE: Center for Learning Technology staff training program

Needs: The Regents Action Plan recommends that technology be used, wherever appropriate, in the various curriculum areas to improve instruction. The Action Plan also requires computer literacy instruction for all students prior to graduation from high school.

Purpose: Due to the Regents priority areas of computer literacy instruction and the use of technology in the curriculum areas, the Center has developed a variety of training programs and support materials which assist the classroom teacher to better understand and use the new technologies.

Description: The Center operates a comprehensive technology training facility in the concourse level of the Cultural Education Center. Facilities include four microcomputer labs, two minicomputer systems, a variety of adaptive hardware peripherals, two interactive videodisc systems and over 800 software programs. All hardware and software have been donated by the private sector. Training programs range from computer

awareness to programming languages to the use of computers in specific curriculum areas such as the arts, social studies, and mathematics. The center works with school districts or other organizations to design training programs to meet the specific needs of the staff.

Outcomes: The Center has trained over 2,000 staff members in the one-and-a-half-year existence of the training program. Course evaluations consistently rate the training at a level of 6 out of a possible 7 point scale. Over 2,000 staff members were trained during a one-and-a-half-year period.

Costs: The Technology Staff Development program operates on a fee for service basis at approximately $60 per person per training session. Since many schools and organizations require customized training over several days, the Center will negotiate a group fee for extended courses to reduce the per person cost.

INITIATIVE: Early Grade Intervention Program

Needs: Class size in the early grades, particularly in large cities, has often been too large to allow for an effective learning environment for children.

Purpose: To reduce class size and increase individualized attention in grades 1, 2 and 3 in the Big Five city school districts.

Description: Recently enacted legislation for 1985-86 provides Early Grade Intervention Aid to the Big Five cities of New York, Buffalo, Syracuse, Rochester and Yonkers, in an amount equal to $30 per aidable pupil times an equalized aid ratio with the local share 60 percent and the State share 40 percent in a district of average wealth. District wealth is measured in terms of income and property value and a minimum aid ratio (i.e., State share) is set at 36 percent.

Outcomes: Reduced class size and increased individualized attention to pupils in grades 1, 2 and 3 in the Big Five cities are expected to result in improved student outcomes on desired performance indicators such as competency test scores in the basic skills, and in improved recruitment and retention to teaching of teachers in the early elementary grades, as a result of improvements in the conditions of teaching.

Costs: An estimated $12.9 million will be used in the 1985-86 school year to reduce class size and increase individualized attention for the

approximately 276,000 pupils in grades 1 through 3 in the Big Five city school districts.

INITIATIVE: School conduct and discipline

Needs: The lack of student discipline and responsible behavior affects the performance of students and teachers alike. A concerted effort by all affected parties is required to implement a code of student conduct and discipline.

Purpose: To require schools to adopt and implement a written policy on school conduct and discipline designed to promote responsible student behavior, developed in consultation with teachers, administrators, other school service professionals, students and parents, and including guidelines and programs for inservice education of all district staff concerning the implementation of the policy.

Description: Each school district must adopt and implement a school conduct and discipline code by January 1, 1986 to include: the rights and responsibilities of students, prohibited student conduct, the range of penalties that may be imposed, the roles of teachers, administrators, board of education members and parents, procedures for the enforcement of public order on school property, procedures for the early resolution of discipline problems, procedures for dealing with discipline problems for students with handicapping conditions, and guidelines and programs for inservice education for all district staff to ensure effective implementation of school policy on school conduct and discipline.

Outcomes: The effective implementation of such a policy should result in an ordered learning environment conducive to the achievement of teachers and students. Involving teachers in the development of the policy and in inservice activities for the implementation of the policy should reduce teacher burnout and increase teacher interest in the operation of the school.

Costs: Costs will be covered as a part of a school's regular operating budget. The initiative will serve all of the State's 699 public school districts and approximately 2.6 million pupils.

INITIATIVE: Staff development proposal

Needs: Most school districts make available to their faculty some form of staff development. However, such practices often have limited financial

support and minimal faculty involvement in the development. The need for ongoing planning and evaluation of inservice is frequently overlooked by district personnel. Funds designated for staff development tend to be the first cut from proposed district budgets. The Commissioner's Regulations for the 1984-85 school year regarding staff development and State funding for inservice activities addressed the need for improved staff development programs, at the individual district, regional and statewide levels. The program was discontinued for 1985-86.

Purpose: To improve staff development programs by offering funding for staff development at the individual or regional (i.e., BOCES) district levels and by requiring districts to assess staff needs and establish a written staff development plan specifying goals, activities, a means of evaluation and coordination with full year activities.

Descriptions: The proposal would reestablish the provision of funds to support comprehensive staff development programs. By August 1, each public school district and BOCES would be required to submit to the State Education Department an annual staff development plan. Professional staff development is defined as activities, such as curriculum development, inservice education, course planning and program evaluation designed to improve instructional programs in education by strengthening the skills, attitudes, and knowledge of professionals.

Outcomes: Eight hundred comprehensive staff development plans were received and analyzed by the Department for school year 1984-85. Six areas frequently identified as topics for staff development are: 1) computer literacy technology; 2) school discipline; 3) writing instruction; 4) comprehensive planning for school improvement; 5) science; and 6) mathematics.

Costs: $59.6 million in State operating aid to public schools. All of the approximately 180,000 public school teachers in the State are served by this requirement.

INITIATIVE: Internships for teachers and administrators proposal

Needs: The present State system of certification provides that a teaching candidate may be provisionally certified, employed and then permanently certified after completion of a master's degree and two years of teaching experience. The result is that inexperienced first-year teachers enter the classroom with full responsibility as a practicing professional and little support and guidance.

Purpose: To replace the present two-year experience requirement for permanent certification with a one-year supervised internship to provide first-year teachers and administrators with guidance and support.

Description: Districts would be required to submit annual internship plans to the New York State Education Department. Collaboration between institutions of higher education and districts in the development and implementation of internship plans is encouraged. Districts provide an experienced teacher as mentor to supervise and guide the beginning teacher. Evaluation occurs at the State level for certification purposes and at the local level for employment purposes.

Outcomes: First-year teachers and administrators would be provided with the support, guidance and leadership that they need as they begin their careers. This additional training and support in the first year of employment is expected to reduce teacher burnout and increase the retention of competent teachers throughout their careers.

Costs: First year: $3.3 million; first full year: $14.5 million; fifth year: $26.8 million. The initiative will affect the approximately 18,000 individuals who apply for provisional certification annually.

Recognition of Outstanding Teachers and Programs

INITIATIVE: "Teacher of the Year"

Needs: A need existed for the public and members of the teaching profession to be aware of and recognize outstanding teachers as part of a larger effort to reestablish prestige in the teaching profession.

Purpose: To recognize exceptionally skillful and dedicated teachers who are respected and admired by students, parents and colleagues and who contribute to the improvement of the educational and social conditions of the community.

Description: Public school superintendents and nonpublic school principals submit nominations of exceptional teachers for the Teacher of the Year award made by school board members, school administrators, the local teachers' association, the parent-teacher organization, student council and other interested citizens. Classroom teachers with over five

years experience who plan to continue in the teaching profession are eligible. The award is given to the candidate who is most outstanding in his or her philosophy of teaching, contributions to the education of students and to civic services, and in the ability to inspire young people to seek knowledge and understanding, to broaden their skills and to acquire methods for attaining personal goals.

Outcomes: A Teacher of the Year has been selected each year since the late 1950's by the New York State Teachers Association and since 1971 by the New York State Education Department. The Commissioner has then nominated these individuals for consideration by the national selection committee for the National Teacher of the Year Award. Since 1971 there have been two winners and two finalists from New York State for the national award. Whether or not a candidate is chosen as the Teacher of the Year, this is an excellent opportunity for communities to recognize their outstanding teachers.

Costs: State administrative costs are a part of the regular State budget. Costs of two lunches to convene the four finalists and to make the final award by the Regents are covered by the Regents Research Fund. The program has served the approximately 30 teachers who have been selected as New York State Teachers of the Year and the over 200,000 public and nonpublic teachers in the State.

INITIATIVE: Recognition of outstanding practices in secondary schools

Needs: Recognition of outstanding practices in middle and high schools, known as excellence in education programs, was developed by the United States Department of Education to combat the negative reports on education and negative press given to secondary education.

Purpose: To select "representatives of unusually successful schools" to be recognized nationally as a way of drawing public attention to the many good things going on in public secondary schools.

Description: New York State selects outstanding middle and high schools from applications received and nominates them for recognition by the United States Department of Education which selects one program for national recognition. Common characteristics among schools selected are: clearly articulated goals and objectives, student and teacher involvement in school governance, rewards and incentives for

students and teachers, a positive school climate and positive administrative leadership.

Outcomes: In 1985, 113 schools applied. New York nominated 10 middle schools and 10 high schools to the United States Department of Education. Schools nominated by New York State and recognized by the United States Department of Education have the opportunity to participate in regional meetings to share ideas and practices.

Costs: State costs are approximately $6,000 for printing and mailing of materials to all district superintendents, local superintendents, public school principals; and for travel expenses for a 24 member panel for three days. The initiatives served all 113 schools that applied for recognition and the 20 schools which were selected for nomination to the Federal government.

INITIATIVE: Identification of effective Chapter 1 projects

Needs: A letter dated 10/29/84 was received from United States Department of Education's Secretary Bell inviting the Commissioner to nominate Chapter 1 projects judged to be truly successful in meeting the educational needs of disadvantaged children.

Purpose: The initiative is intended to identify projects that are successful in raising the achievement level of educationally disadvantaged pupils and to describe the successful attributes of these projects.

Description: Sixteen districts with high achievement gains were identified through the Bureau of School and Categorical Programs Evaluation LEAP program analysis. Onsite visits were made to each district to verify project characteristics. Nominations were submitted in January 1985 to a United States Department of Education review panel selecting exemplary projects. This effort is the first national effort to identify exemplary Chapter 1 projects.

Outcomes: A directory of all Chapter 1 projects identified in this program will be disseminated nationally in a sourcebook containing information on effective schools research and on Chapter 1 project implementation. Some projects will be cited as model programs. Announcement of the United States Department of Education selections was scheduled for May 1, 1985.

Costs: In addition to normal staff time devoted to reviewing the projects and preparing them for transmittal to the United States Department of Education, onsite visits were made to 16 districts. Fifteen onsite visits were made at no cost to the Department by the Chapter 1 Technical Assistance Center at the Educational Testing Service. The sixteenth district was visited by a State Education Department representative; State travel costs amounted to approximately $200. All of the almost 800 Chapter 1 programs serving approximately 350,600 pupils are expected to benefit from this initiative.

INITIATIVE: Educational conferences

Needs: There is a need in the educational community at State, regional and local levels to share information and points of view, to recognize outstanding persons and practices in the profession, and to develop educational policy concerning issues of critical importance to the future of the profession.

Purpose: In general, the purposes of educational conferences sponsored by the State Education Department are: to receive public input on proposals for educational change or the development of policy and to recognize outstanding persons and practices in the profession.

Description: Of the many conferences and public meetings conducted by the State Education Department each year, the following are representative examples: The ten Regents/Commissioner's regional conferences held at different locations throughout the State each fall from 1977-83, focusing on topics such as student discipline and the Regents Action Plan and attended by over 10,000 persons in 1983; public hearings on the proposed Part 100 Regulations of the Commissioner to implement the Regents Action Plan; a series of meetings throughout the State aimed at getting input in the development of a Regents policy on Youth Education and Employment; the annual Regents Legislative Conference; and the 1984 monthly bicentennial conferences recognizing New York State for the many characteristics that contribute to its rich educational and cultural environment through presentations by members of the Board of Regents, the Commissioner and key guests speakers such as Walter Cronkite, William B. Buffum, Fred McFreely Rogers and Bill D. Moyers.

Outcomes: The public and educational community becomes informed, policy and other proposals are developed with a greater chance of suc-

cess because of consideration of a variety of viewpoints, and the prestige of education is enhanced in the eyes of the public at large through the recognition of outstanding persons and practices that contribute to a rich educational environment.

Costs: Costs for Department-sponsored conferences are normally incorporated as a regular part of the Department's operating budget or in some instances through registration fees. Potentially all of the constituents of education are served by this initiative: teachers, administrators, representatives of professional educational organizations, parents and students.

The Evaluation of Teaching Personnel

INITIATIVE: Annual local review of professional performance

Needs: Local review of the performance of teachers, administrators and supervisors has taken place in most school districts. However, in many cases, these reviews were not annual reviews. The new requirement will standardize the review procedures for all school district personnel across the State.

Purpose: To ensure the competence of professional staff in the schools.

Description: An annual local review of professional performance was proposed as a State requirement to formalize local review of teacher and administrator performance as a regular procedure under written plans throughout the State. Under the requirement as defined in Part 100 of the Commissioner's Regulations, districts must prepare a plan specifying all of the details of the review procedures and activities. This plan must be available for review by any individual no later than August 1 of each year. The requirement was approved by the Regents in November 1984 to be effective on September 1, 1985. Annual reviews must commence no later than the 1986-87 school year.

Outcomes: It is expected that the professional performance of all districts will improve with the process of preparing written staff review plans and with the implementation of review procedures. It is expected that inservice education activities will be related to the results of the annual review and that review plans will be tailored to meet individual districts' needs.

Costs: No new costs. Since local review of professional performance is a local responsibility, costs will continue to be borne at the local level. The more than 185,000 teachers in 699 school districts are served by this initiative.

Professional Discipline

INITIATIVE: Professional discipline for employment purposes

Needs: There is a need for the local school board to investigate circumstances in which the conduct of a tenured teacher is questioned and to discipline such teachers who are found incompetent to assure the public that safeguards for professional discipline exist independent of the certification status of the individual.

Purpose: To allow the local school board to review allegations of teacher misconduct for the purpose of disciplining or clearing the teacher in question.

Description: Education Law Section 3020-a and Part 82 of the Regulations of the Commissioner of Education set forth the procedures to be followed by local boards of education in reviewing charges filed against tenured teachers to determine if probable cause exists for a hearing on those charges, to prove those charges when probable cause is found to exist, and to implement the decision of the panel appointed to hear and determine those charges. The process is inherently a local one, even though its administration is funded through the Department's budget, with the Commissioner's only direct involvement in the process being in the appellate review of the panel's findings and determination, should either or both parties seek such a review. It is incumbent upon the local chief school officer, under Part 83 of the Regulations of the Commissioner of Education, when charges may not be required to be filed due to the fact that the teacher either lacks tenure or resigns, to report incidents involving teachers in his employ which may bring into question the moral fitness of a teacher to teach to the Division of Teacher Certification so that they may act to challenge the teacher's certification, when necessary.

Outcomes: The public is assured of a safeguard against gross incompetence of teachers.

Costs: Required by statute, costs for 3020-a proceedings are included as a part of the Department's annual budget. Approximately 150 cases are heard annually.

INITIATIVE: Professional discipline for certification purposes

Needs: The public needs to be assured that a statewide process exists for the professional discipline of educators and that any evidence raising doubt as to the moral character of certified persons or individuals applying for certificates will be investigated and certificates denied or annulled in cases in which there is a substantial question as to the moral character of the person in question.

Purpose: To regulate the teaching profession by limiting the award and use of teaching certificates to individuals of good moral character.

Description: Pursuant to Part 83 of the Commissioner's Regulations, any information suggesting that a certified individual lacks good moral character must be forwarded by the chief school officer to the Department's Director of Teacher Education and Certification. The Director will investigate the circumstances involved and will submit a report of his findings and recommendation to the Teacher Education Certification and Practice Board. The Board reviews the report and reports its findings to the Director. If the findings are that there is a substantial question, the certificate holder is informed of the charges and is offered an opportunity for a hearing before a hearing officer or hearing panel. The findings of the hearing officer or panel serve as a recommendation for action to the Commissioner.

Outcomes: The public is assured that a process exists to investigate any information that raises doubt as to the moral character of a certificated individual or applicant for a certificate and that this process contributes to the professional discipline and integrity of the profession throughout the State.

Costs: Costs for this function, required by statute, are contained as a part of the Department's regular operating budget. Approximately 300 cases are reviewed annually.

PROPOSED INITIATIVE: Professional discipline proposal

Needs: The State's role as to teacher conduct is now limited to the review of good moral character under Part 83 of the Commissioner's Regulations. Teacher misconduct is otherwise a local concern and is reviewed under Education Law section 3020-a proceedings for cause. The State likewise has no mechanism for assessment of teacher competence and teachers found to be grossly incompetent at the local level do not for that reason lose their certificate.

Purpose: To further safeguard the public from the incompetence of educators by providing a State system of professional discipline that defines a variety of behaviors as professional misconduct and that provides for a range of penalties and other details according to professional discipline procedures governing other recognized professions.

Description: The proposal provides that determinations with respect to the professional misconduct of educators shall be made by a disciplinary panel of a proposed State Board for Teaching (or the Teacher Education, Certification and Practice Board in the absence of the State Board for Teaching) composed of four certified members and a public member. Definitions of professional misconduct are those defined for the professions licensed by the State under Education Law section 6509. A range of penalties would apply to teaching as for the licensed professions as defined in Education Law section 6511. Procedures concerning charges of professional misconduct are those that apply to the licensed professions as defined in Education Law section 6510.

Outcomes: The result of this proposal would be a professional discipline system that is more responsive to professional misconduct which is less severe than gross incompetence. The proposed system would add integrity to the teaching profession because of the controls it would impose, because of the involvement of teachers and administrators, and because it is a system used by other highly respected professions.

Costs: A State appropriation of $139,000 is expected to cover costs for this proposal. This proposal would serve the State's approximately 185,000 public school teachers.

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85-6769

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